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During the summer of 1968, 625 inner-city secondary school youth, ages 14-18, participated in a work-study program. Objectives were: (1) to involve inner-city youth in the development and interpretation of open-ended urban problems study programs; (2) to determine the effects of involvement in a variety of study and employment experiences related to the identification and amelioration of urban problems on individual and group behavior of inner-city youth; and (3) to determine the extent to which project activities implemented in the program can be diffused into the regular school program. Trainees, organized into teams of 10-13, each led by a young adult team leader, engaged in a daily 2-hour classroom session and a daily 4-hour work session. In many cases, they designed their own afternoon work projects in the community. The project was characterized by intensive community involvement. The findings of a questionnaire evaluation showed that the trainees were interested in a wide range of occupations, including nonprofessional jobs, and that they disliked occupations associated with the opposite sex. (Author)

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FINAL REPORT

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October 1968

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U.S. DEPARTMENT OF
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School District of Philadelphia
Philadelphia, Pennsylvania
December 18, 1968

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SUMMARY

Using a grant of $204,768 provided by the Bureau of Research, U.S. Office of Education, The School District of Philadelphia designed and implemented an urban problems work-study program for inner-city youth between 14 and 18 years of age, during the summer of 1968. More than 700 youths and adults from the principal inner-city areas of Philadelphia, Pennsylvania, were engaged in the project from July 1 to August 31, 1968. A variety of educational and employment experiences were designed in an addition to involve teen-aged youth more intensely in the reduction of the problems of inner-city communities.

Specific objectives of the project were:

1. To involve inner-city youth in the development and interpretation of open-ended urban problems study programs based upon the expressed needs and concerns of the participants;

2. to determine the effects of involvement in a variety of study and employment experiences related to the identification and amelioration of urban problems on individual and group behavior of inner-city youth;

3. to determine the extent to which project activities designed and implemented in this summer project can be diffused into the regular school program.

Community participation in the planning and implementation of the project was actively solicited by the School District. A planning committee composed of adult community leaders, active youth leaders, and School District personnel was active throughout the duration of the project. This committee reviewed the project proposal, recommended modifications, developed guidelines and policies for implementation of the program, and later, functioned as a working committee for the recruitment and orientation of adult and student personnel; for the design of relevant educational and work experiences; and for the on-going evaluation of the project.

The 625 student participants (trainees) were divided into teams of 10 - 13 each led by a team leader (coordinator) recruited from an inner city community. Teams were assigned to 8 different "home bases" (seven schools and one church) located in the 4 major inner-city areas of the city: North Philadelphia (3 centers); South Philadelphia (2 centers); West Philadelphia (2 centers); and Germantown (1 center). Community resource persons, also recruited from the communities involved in the project, assisted the teams at each center.

Teams spent part of each day studying community problems and institutions; part, in developing and carrying out work activities related to their study experience. Student participants received a $28 weekly stipend; adult team leaders, a weekly salary of $100. The program was concerned to a great degree with the youth trainee's perceptions of the professional and technical performance of persons in selected private, non-profit, and public agencies offering services to the inhabitants of inner-city communities. Main areas of study were those of health, education, administration, recreation, counseling, social work, business, and office practices. Various community industrial firms, business houses, non-profit private agencies, and governmental agencies made their facilities and personnel available for use in the program.

Trainees engaged in a work session and a classroom session each day. Classroom activities included a review of daily activities, reactions and observations of trainees in their work phase, and the planning of further activities. The team leader served as discussion leader for the classroom phase of the activities. Community resource personnel asssisted in the development of work projects, using ideas derived from the coordinated efforts of teams and their leaders.

During the course of the summer, the Office of Research and Evaluation, School District of Philadelphia, used data obtained by asking trainees involved in the work-study program to indicate the attractiveness of each of sixty-six occupations to answer the following questions:

1. As a result of their lack of broad experience and association with school middle class values, is there a tendency to reject non-professional occupations?

2. Is the attractiveness of an occupation associated with its prestige level?

3. Does involvement in a work-study program of this nature result in any change in the vocational aspirations of inner-city youth?

Major problems besetting the project included lack of sufficient "lead time" for proper implementation of the program; inability to provide a full 8 weeks of employment and study to every participant; occasional failures in communication resulting from wide dispersal of teams throughout the city; disruptive gang activities threatening some team efforts; and some instances of poor planning at the team level.

Among the recommendations that appear to be indicated by this experience are the following:

1. Provide sufficient "lead time" for the proper program planning, personnel recruitment and training.

2. Develop work-study activities of the type used in this summer program, as part of the regular program of junior and senior high schools.

3. Guidelines for community involvement should be developed in advance of the onset of the program.

4. Recruitment and orientation of staff should precede onset of program.

5. Establish pilot urban problems work-study programs in one junior and one senior high school using students who were involved in the 1968 summer program.

6. Conduct follow-up studies of the school performance of students who were involved in the summer program.

BACKGROUND OF PROJECT

The Report of the National Advisory Commission on Civil Disorders focuses sharply on the negative impact of the urban ghetto upon the lives of its inhabitants. Current turmoil in colleges and secondary schools underscores the need to deal realistically and promptly with conditions that cause young people to reject their schools and to react to conditions in the general community by either withdrawal or hostility.

There is little need to document the facts of life for youth in the urban ghetto: low school achievement, rejection of school, delinquency and failure in the world of work. Poor school records too often foreclose opportunities for development of salable skills and further training. The problem is thus a double bind: ghetto youth find little that is relevant in the middle class oriented curriculum of the high school, consequently, rejecting it; and on the other hand, find themselves ill-equipped to seek and to hold jobs in a business and industrial sector that provides few job learning opportunities for the drop-out.

The School District of Philadelphia with the cooperation and support of the Chamber of Commerce of Greater Philadelphia and the Mayor's Council on Youth Opportunities, submitted a proposal to the Bureau of Research, U.S. Office of Education on June 6, 1968, in which $204,768 was requested

to fund a combined work-study program during the summer, 1968, that would permit experimentation with a variety of approaches to developing relevant educational and employment experiences for approximately 500 secondary school youth, ages 14 - 18, from inner-city communities.

Specific objectives of the proposed project were:

1. To involve inner-city youth in the development and interpretation of open-ended urban problems study programs based upon the expressed needs and concerns of the participants.

2. To determine the effects of involvement in a variety of study and employment experiences related to the identification and amelioration or urban problems on individual and group behavior or inner-city youth.

3. To determine the extent to which project activities designed and implemented in this summer project can be diffused into regular school program.

The proposal called for the recruitment of approximately 500 youth, ages 14 - 18, from inner-city communities, with priority assigned to youth from families of the lowest income levels. A deliberate attempt would be made to recruit a multi-racial, multi-ethnic group of participants.

Community involvement was to be a key feature of the proposed project. Representatives of community action councils, active youth leaders, community leaders, social and governmental agency personnel, and school personnel were to assist in the recruitment and selection of youth for the program, the identification of community problems for study, and the development of work opportunities in community-serving projects.

The participants were to be divided into work-study teams of approximately 15 students each. A team leader would be assigned to each team. Recent high school graduates, college students, individuals with special talents community persons, and teachers would be employed as team leaders. Resource people drawn from the community would be employed to work with the teams.

Teams would be deployed into schools strategically located in different target areas of the city with each school serving as a base of work-study operations for five teams.

Participants were to engage in a daily two-hour classroom session and a daily four-hour work session. An interdisciplinary course in urban problems would constitute the

in-school phase of the program. During the remaining four hours of the daily schedule, participants would be deployed in a variety of community serving projects. Students were to be paid for their participation in the work phase of the project only.

The Urban Problems Study Phase

In the morning program, students, team leaders, community people, and resource persons would engage in the study of urban problems. No prescribed course of study was to be used. The teams were to be encouraged to seek new ways of investigating problems and defining individual roles in attacking them.

It was anticipated that the types of problems to be attacked would include those related to:

Intergroup relations
Youth gang activities
Urban housing and redevelopment
Development of relevant educational programs
Job opportunities for the unemployed and the underemployed
Involvement of the inner-city dweller in the affairs of his community
Development of self pride and understanding

The teams would be expected to explore a variety of approaches to the study of specific problems and would be encouraged to develop innovative approaches to their treatment. The instructional programs would be likely to include elements of subjects traditionally taught as separate courses (science, social studies, mathematics, language, etc.)

By concentrating on problems that they face in their every day lives, it was hoped that students might find a reality and an importance in studying that has been absent from traditional school work.

The Work Phase

The team leader was to be responsible for developing a relevant afternoon work experience for each team member. Teams were to be given wide latitude in the selection of job assignments. In some cases, students would be assigned to work in ongoing educational, recreational, and community improvement projects such as:

Tutoring elementary school children.
Assisting in the supervision of play streets.

Assisting recreational leaders in school district and city operated playgrounds and recreation centers.
Assisting community organizations in surveying community attitudes and opinions, conducting non-partisan voter registration drives, etc.
Participating in housing rehabilitation projects and neighborhood clean-up campaigns including the improvement of vacant lots and the building of "vest pocket" parks.
Assisting in community health campaigns.
Community theater activities.

In addition to these service possibilities, teams might elect to develop their own community service project. For example, a team might organize its own neighborhood "clean-up, fix-up" campaign, or plan and build a vest pocket park or tot lot.

The proposal was approved and funded on June 12, 1968.

THE PROJECT MATERIALIZES

Community Involvement

Prior to notification of approval, staff members of the School District of Philadelphia reviewed the proposal with representatives of the community and invited them to participate in the project. As an out growth of these preliminary meetings, a planning committee, representative of inner-city communities, was convened. This commitee was granted broad powers to develop guidelines and policies for the implementation of the project insofar as such policies and guidelines were consistent with the proposal as submitted. It was also agreed that the planning committee would function as a working committee for the recruitment and orientation of adult and student personnel and that it would would be empowered to propose modifications of the project characteristics provided that such modifications did not alter the basic aims or design of the project or cause the budget to be exceeded.

The Planning Committee had eleven adult members and two teen-aged members, all residents of the inner-city communities to be involved in the project.
Reverend J. Jerome Cooper, Pastor, Berean Presbyterian Church, Broad and Diamond Streets, Philadelphia, and Mrs. Mattie Humphrey, 149 E. Coulter Street, Philadelphia, an activist Black community leader, agreed to serve as co-chairmen of the committee, despite their commitments to other important community projects.

Since approval of the grant request was not forthcoming until June 12, it was not possible to begin the

project on July 1, 1968 as originally planned. The recruitment of 500 youth, employment of administrative personnel and team leaders, development of projects and programs for teams, selection of schools for "home bases", orientation of team leaders, and community resource personnel - these were but some of the major tasks confronting the Planning Committee which were to consume many hours and days. Although it became quickly apparent that the July 1 starting date was unrealistic in view of the magnitude of the project, the committee was nevertheless, seriously concerned about the delay in getting underway since a stated purpose of the project was to provide eight full weeks of summer employment and study for youth. With public schools closing on June 23, for the summer vacation, recruitment of students and staff was rendered still more difficult.

In a series of meetings of School District personnel and the community representatives, the proposal was carefully reviewed and after considerable discussion the following agreements were reached concerning the role of the Planning Committee, its powers and responsibilities:

1. The Board of Education has ultimate responsibility for implementing the Urban Problems Work-Study Program and ultimate accountability for the funds provided by the Federal Government. The School District can not delegate this responsibility.

2. The proposal as submitted is sufficiently broad in scope and flexible in design to accomodate many of the objectives and methods proposed in the Planning Committee's memorandum "Draft for Reverend Cooper" dated June 17 (See Appendix, p. 29)

3. Section D, p. 2 of the Black Youth Community Summer Program was clearly in line with the aims of the Board's proposal, and could be accommodated in the project (this proposal prepared in the North Philadelphia Community, received no funding. (See Appendix, p. 33)

4. The Board of Education is deeply committed to community involvement in this project.

5. Reverend Cooper would assume the responsiblity for recruiting a community planning committee representative of the Black, white, and Puerto Rican communities. The School District was also to be represented on this Planning Committee.

6. The Planning Committee would also function as a working committee for the recruitment of adult and student personnel, and would be responsible for developing policies for the implementation of the project, insofar as such policies were consistent with the proposal submitted to the

Federal Government.

7. All disadvantaged communities in the city would be represented in the project.

8. Members of the working committee would be compensated for their time as community resource consultants.

9. School building would be available as "home bases" for the project teams.

10. This project was in no sense to be considered a substitute for any proposal this or any other community group may submit on its own initiative.*

Recruitment of Staff and Trainees

Following agreement on a working relationship between School District personnel and community representatives, the Planning Committee moved rapidly to get the project underway.

On Saturday, June 22, the Planning Committee met to organize a recruitment campaign for students and staff. Handbills announcing the project and soliciting applications from interested youth were designed, reproduced in quantity, and distributed on Sunday, June 23, to churches, youth orgainations, and social agencies in the poor sections of the city included in the project.

This assurance had to be given to the community group assembled because of their frequently stated suspicion that ideas that had originated in the community had been incorporated in the project design without the community's foreknowledge. In the view of these Black leaders, at least, the failure of the Black Youth Community Summer Proposal to secure funding even though it contained many of the features of the Board of Education proposal, was proof again of the "Establishment's" unwillingness to relinquish power to the community. At the outset, the community leaders who reviewed the Board's proposal were openly hostile and suspicious since they viewed the Board's invitation for their participation as a feeble attempt on the Board's part to secure "respectability" for the project. These feelings were gradually allayed as the project proceeded and the Planning Committee exercised real power and control in its workings.

The Planning Committee also interviewed Mr. Oscar Bullock, a Philadelphia high school teacher with wide experience in community activities, and on Monday, June 24, selected him for the position of Project Administrator. Mr. Bullock was instructed to review the project proposal and to seek applicants for the positions of assistant director, bookkeeper, and secretary.

By Monday, June 24, lists of applicants for student positions, team leaders, and community resource positions, began pouring into the office of the Area Wide Council of the Model Cities Program located at Heritage House, Broad and Master Streets in Philadelphia. This organization temporarily housed the project activities until suitable office facilities were located in the William Penn High School for Girls, 15th and Mt. Vernon Streets.

Criteria were established for the selection of team leaders (now to be called coordinators at the request of the Planning Committee). Each applicant for a team leader position was interviewed by a subcommittee of the Planning Committee and rated for his fitness for the job on the basis of his ability to express himself, experience in community activities, and evidence of ability to relate successfully to young people. During the ensuing two weeks, some 50 team leaders and community resource people were selected by this process, hired, and put through an orientation program designed by the Planning Committee.

Among other decisions reached by the Planning Committee during this period were:

1. To reduce the proposed $350 weekly salary for Project Director to $300 per week.

2. To eliminate the position of field assistant and establish the position of second assistant project administrator at $250 per week salary.

3. To reduce the proposed $165 per week salary for team leaders to $100 and to authorize the hiring of 50 team leaders rather than the 30 originally planned.

4. To develop teams of 10 members each rather than the 15 members originally proposed.

5. To approve sites for team activities as listed below:

<u>North Philadelphia</u>

Strawberry Mansion Junior High School,
Ridge and Susquehanna Avenues

Simon Gratz High School
17th and Luzerne Streets
Berean Presbyterian Church
Broad and Diamond Streets

South Philadelphia

Barratt Junior High School
16th and Wharton Streets
Bartlett Junior High School
11th and Catherine Streets

West Philadelphia

Sulzberger Junior High School,
48th Street and Fairmount Avenue
Rhoads School
50th and Parrish Streets

Germantown

Roosevelt Junior High School
Washington Lane and Musgrave Street

6. To allocate trainee positions to poor inner-city areas as follows:

North Philadelphia	150	Trainees
South Philadelphia	100	"
West Philadelphia	100	"
Germantown	100	"
Spcial Areas	50	"
Total	500	Trainees

The Planning Committee also established guidelines for the selection of trainees:

1. Trainees are to come from families of low economic status.

2. Trainees are to be selected in accordance with the distribution by geographical area shown above.

3. Preference is to be given to youths who are underachievers in school but who have potential.

4. Race, religion, national origin, and sex are not to be determinants in the selection of trainees.

As team leaders were hired and completed their orientation program, they were assigned to the different school sites throughout the city where they proceeded to

implement the hiring procedures for trainees. All trainees were subjected to employment procedures which included their response to an employment opportunity announcement, an interview, a physical examination, the procurement (where necessary) of a social security number, vacation employment certification, and orientation to the project. Community leaders, school counselors, community organizations, churches, and clubs were enlisted in the effort to inform inner-city youth of this summer opportunity.

	Number of Positions
Project Administrator	1
Assistant Project Administrator	2
Team Leader (Coordinator)	51
Community Resource Person	19
Trainees Age 14 - 18	625
Payroll (Bookkeeper)	1
Secretary	1
Total	715*

Table 1: DISTRIBUTION OF PROJECT PERSONNEL

The number of teams assigned to each center ranged from 6 to 13 (with the exception of Berean which operated for the last 2 weeks of the summer only and with 1 team). Each team had 10 to 13 members and an adult team leader. Three community resource people were assigned to each center, with one working primarily on administrative problems at the center; the second, on program development; and the third, on educational liaison. Each center was given autonomy to develop projects relevant to its particular area.

Program

The Urban Problems Work-Study Program attempted to provide young people from inner-city communities with opportunities to understand the functions of a broad range of community institutions that affected their daily lives. It permitted their observation of and direct participation in the operation of diverse agencies that play important roles in their daily lives.

**This total reflects turnover and replacements. As the project was later in starting than anticipated, more trainees were hired than originally planned without exceeding the budget.*

The program was concerned with the youth trainee's perceptions of the professional and technical performance or persons in selected agencies operating in business and/or offering services to the inner-city population. Among areas of study were those of health, education, administration, recreation, counseling, social work, business, and office practices. Various community industrial concerns, business offices, non-profit private agencies, and governmental agencies made their facilities and personnel available for use in this program. Trainees engaged typically in a daily four hour paid work session and a two hour non-paid classroom study session. The two hour study session was devoted to review of daily activities, reactions and observations of the trainees, discussion of community problems, and planning work activities. The team leader served as a discussion leader during the daily classroom period.

In accord with the priorities established for the selection of trainees, many youths associated with the program were underachievers in school and many were considered to be disruptive students. A number of the teams contained members of hostile gangs who, during the course of the summer, worked harmoniously on community projects.

The classroom seesions were frequently illuminating. Trainees who had not functioned well in a formal educational environment and who rejected traditional study approaches, become outspoken, alert, and involved when confronted with problems that had meaning for them. Attendance was generally good.*

One boy stated, "When I go to regular school I know what's going to happen. But here I never know but it's always something good."

Trainees were required to write reports recording their impressions of work experience and their general feelings about the program (see Appendix for representative examples of trainee reports). Through these reports and the observation of team leaders and resource people, progress and problems of the program as a whole could be assessed.

**It is difficult to assess whether good attendance resulted from the payment to trainees of weekly stipends that were reduced in the event of absences or because of the intrinsic interest of the program.*

Examples of Work-Study Experiences

One of the assistant project administrators (Mrs. Virginia Treherne) had as her primary responsibility working with resource personnel in the development of work projects in appropriate areas. Ideas developed by teams were presented to the assistant project administrator, who, in turn, explored appropriate work-study possibilities in the community.

Among work-study projects of unusual interest were the following:

°A city government-community project in which several teams made a community survey of the blighted homes and conditions that existed in a broad area of North Philadelphia. A door-to-door listing was made of the unoccupied homes, condemned homes and homes in a bad state of repair. This survey constituted the first accurate listing of homes in this area. For most of the team members, who had seldom ventured forth from their immediate community, this sojourn brought about an increased awareness of the plight of people and the conditions that exist in neighborhoods adjacent to their own. To all this was their first real contact with big-city government and city government concern with community problems. As an outgrowth of this activity the teams visited the office of the Model Cities Program where they had a conference with its director. A later visit was made to the City Planning Commission where the trainees discussed problems of urban rehabilitation with members of the commission. They also present their list of condemned and vacant houses to the commission.

°Teams visited and worked with personel of the Philadelphia National Bank, one of the largest banks in this area. The trainees had the opportunity to receive instruction and actually perform the tasks of the many varied positions in the bank. None of the team members had been exposed previously to the inside functioning of such a large banking enterprise. The variety and number of positions available to high school graduates was quite informative to the groups.

An interesting phase of the PNB experience was that the trainees were taken through all of the job entrance proceedures of that institution such as filling out applications, interviews,

testing, and orientation. Following this they were assigned to jobs.

°The Health and Welfare Council of Philadelphia exposed the trainees to many of its functions. An orientation meeting was held to discuss the general and broad background of the welfare field and to introduce the trainees to, as well as have them work in, the many agencies involved in this area. The trainees worked with the Volteers Bureau, Information and Referral Service, Public Relations Section, Welfare Rights Organisation, and the United Fund Agency. A field trip was made to the City Welfare Department's Callowhill Child Center in Philadelphia to acquaint the trainees with its functions, position assignments, and opportunities available.

Many teams varied their activities so as to provide a broad range of experiences for the trainees. A team might approach a problem with certain preconceived ideas and attitudes, but through involvement in the problem, ideas and attitudes would change and better understanding would result. Since the trainees had a voice in the development of projects they had a feeling that the project was "their thing" and were, therefore, more responsive.

The teams felt that by concentrating on work experiences and problems that exist in their every day lives thsy could find a reality and relationship to their study that has been absent from the curriculum of the traditional school work in the inner-city schools.*

Not all of the team projects proceeded so smoothly. There were some problems.

One team assigned to work at a hospital during the first week of the program, refused to go back to the hospital after the third day. Team members charged that they had been ill-treated by some hospital workers and that uncomplimentary remarks had been made about trainees. When these allegations were brought to the attention of the hospital administrator, the situation improved and work was resumed, with the hospital activity becoming one of the best in the program.

**See Appendix p. 47, for typical reports verifying this.*

At another work site, a trainee was accused of stealing money from the pocketbook of an employe. Another employe alleged that she had seen the boy take the money but she had not reported the event to any one. A conference with the supervisor and the boy revealed the fact that the boy could not have taken the money and that there had been thefts before a team had been assigned to the work site.

Discipline problems were at a minimum, and as trainees began to understand the program and develop interest in the activities, these problems were reduced in number and intensity. Although attitudinal and behavior changes in individual team members were apparent to team leaders as the project went forward, it is difficult to assess, without further research, the permanency of these changes.

Problems

The major problem hampering the administration of the project was the lack of sufficient lead time. The project design called for an eight week period of employment and study for each trainee, beginning July 1, 1968. This proved unrealistic. Desired community involvement and recruitment and orientation tasks consumed considerable time at the outset and precluded the employment of trainees for the entire eight week period. Lack of lead time undoubtedly compromised the effectiveness of those orientation and recruitment procedures that were used.

Wide dispersal of teams throughout the City of Philadelphia led to problems with communications. In some cases, team leaders failed to understand the basic goals of the project and, thereby, had difficulty planning and organizing viable work-study experiences with the trainees in their charge.

Neighborhood gang activities on occasion interfered with the normal operations of the program. Gang-related incidents did not occur within the program, where, as has been previously noted, members of rival, hostile gangs frequently worked together harmoniously in teams, but rather on the streets when team members had to cross hostile "turf" in order to carry out their work and study assignments.

Breakdowns in the program and failure to follow established procedures could frequently be traced to the inexperience of some team leaders. Pressures of time undoubtedly caused too hasty recruitment of some team leaders and community resource persons.

Deploying 50 teams in seven schools and one church caused some problems. One facility had thirteen teams assigned to it. It really required a center administrator, and in the absence of such a person, confusion and problems related to working together resulted.

Finally, there was clearly confusion concerning the respective roles of the Planning Committee and the administrative staff of the project. Misunderstandings occurred when the Planning Committee assumed administrative functions or when the project administrator or his assistants developed policies which were thought to be within the province of the Planning Committee. Again, the lack of lead time required that Planning Committee members be used for administrative tasks at the beginning and this fact undoubtedly blurred individual conceptions of roles.

EVALUATION

Using data obtained by asking the trainees involved in the work-study program to indicate the attractiveness of each of sixty-six occupations, the following major questions will be considered:

1. As a result of their lack of broad experience and association with school middle-class values, is there a tendency to reject non-professional occupations?

2. Is the attractiveness of an occupation associated with its prestige level?

3. Does involvement in a work-study program of this nature result in any change in vocational aspirations of inner-city youth?

A survey was made of the aspirations of the trainees involved in the work-study program. Of the 337 trainees who reported their occupational aspiration in the survey, 47.1 percent reported they would like to have a career in a professional occupation. More of the girls (48.6 percent) than of the boys (45.5 percent) named such occupations. The number of those who indicated first preference for managerial or proprietary occupations was low. Few indicated an interest in becoming technicians. None indicated that they wished to become farmers or laborers. A substantial proportion, 20.7 percent of those answering the questionnaire, failed to indicate any career preference whatever.

Questionnaires were administered at the close of the program by the coordinators in accordance with the

instructions provided. Approximately 425 trainees participated but not all of them answered every question or rated the attractiveness to them of everyone of the 66 occupations in the list. These instructions preceded the list of occupations:

> On the following pages you will find a list of occupations. Take each occupation separately and decide how well you like it. Work quickly! Your first impression is your most valuable one. The rating categories are:
>
> A - Like very much
> B - Like a little
> C - Do not care
> D - Dislike a little
> E - Dislike very much
>
> If you feel that you don't know enough about a particular occupation to make a realistic decision, place a check (✓) in the space to the left of the name.

Perusal of the data in the table makes it quite clear that the answer to the first question is negative. A much wider range of occupations are attractive than would be inferred from the data obtained in response to the question concerning career aspirations. Analysis of data pertaining to aspirations and attractiveness does enable us to make some tenative statements with regard to the extent to which the trainees regard as attractive occupations other than the one they named as a career aspiration.

Table 2 presents information concerning the attractiveness of each occupation in the list. This table shows the proportion of the students who indicated that they would like each occupation, the proportion who disliked each occupation, and the proportion that aspired to careers in each occupation.

Table 2

Career Aspirations and Attractiveness of Selected Occupations
Urban Problems Work-Study Program

Occupations	Boys			Girls		
	Career Aspirations %	Would like Occupations %	Dislike Occupations %	Career Aspirations %	Would like Occupations %	Dislike Occupations %
Professional	45.5			48.6		
Engineer	7.0	67.1	21.3	1.1	17.4	48.7
Computer Programmer	7.6	64.3	21.4	6.6	66.6	18.9
Doctor	5.7	62.6	24.7	2.2	59.0	26.0
College Professor		57.5	27.8	.5	45.6	29.4
Lawyer	8.3	57.2	22.5	1.6	57.5	25.5
Recreational Supvr.	5.1	55.9	22.2	1.6	60.5	20.5
X-Ray Technician		54.9	24.1	.5	56.8	27.4
Medical Lab. Technician	1.9	54.5	26.5	2.2	50.0	28.2
Radio Announcer		49.7	28.0		55.5	22.9
Airline Pilot	1.2	46.1	39.4		20.0	61.5
Social Worker	.6	44.2	30.4	2.7	68.0	19.0
Artist	1.9	43.8	36.6	1.6	40.8	36.4
High School Teacher	5.1	42.7	44.6	12.7	56.0	31.7

Table 2 (cont'd)

Occupations	Boys			Girls		
	Career Aspirations %	Would like Occupations %	Dislike Occupations %	Career Aspirations %	Would like Occupations %	Dislike Occupations %
Professional						
Elem. School Teacher		38.8	39.3	1.1	64.1	21.8
Psychologist		34.9	42.2	1.1	48.7	28.4
Dentist	.6	34.7	44.2		29.1	40.2
Newspaper Reporter		34.2	41.9		39.0	39.5
Minister/Priest		26.7	52.4		23.2	50.7
Dietician		17.0	57.5	.5	34.1	36.7
Nurse		12.6	68.9	1.1	62.8	26.6
Managerial	3.8			1.1		
Small Business Owner	3.2	70.5	14.9	1.1	69.6	15.9
Manager of a Business	.6	69.4	14.0		65.6	16.4
Banker		63.2	18.8		67.1	17.8
Factory Manager		58.1	25.9		46.0	34.5
Loan Company Manager		52.1	25.8		49.2	26.9
Luncheonette Manager		44.9	34.9		44.7	34.8
Farm Owner		25.0	54.8		12.5	69.2
Clerical	3.2			29.8		
Bank Teller	.6	53.6	26.0		62.1	19.9
Motel Clerk		36.0	38.8		38.1	35.1
File Clerk	.6	34.7	33.8	1.1	68.6	18.6

Table 2 (cont'd)

Occupations	Boys					
	Career Aspirations %	Would like Occupations %	Dislike Occupations %	Career Aspirations %	Would like Occupations %	Dislike Occupations %
Bookkeeper	1.2	30.3	26.0	1.6	62.7	20.6
Typist	.6	28.5	47.3	3.4	79.4	13.7
Hotel Clerk		25.5	52.6		36.7	31.3
Secretary		17.7	65.5	23.7	81.0	10.6
Operative	8.9			4.9		
Power Machine Operator		57.9	26.0	1.1	31.0	48.0
Machine Operator (Factory)	.6	49.7	28.0	3.3	38.5	38.5
Truck Driver	1.9	41.7	39.4		9.5	69.5
Draftsman	3.8	41.1	36.7	.5	11.9	63.0
Bus Driver	1.2	38.7	41.6		9.6	66.8
Taxi Driver	1.2	34.7	49.0		11.2	57.5
Trolley Car Operator		29.7	49.3		9.9	71.2
Services	10.2			8.2		
Child Care Center Aide		39.8	36.4		77.6	11.9
Cook in Restaurant	1.2	38.5	44.7		44.3	43.3
Grocery Clerk		25.2	48.0		22.8	50.7
Policeman	8.9	23.6	63.7	.5	12.0	64.3
Waiter/Waitress		20.3	58.7	.5	45.3	33.0
Fireman		19.8	57.5		9.4	66.3
Hair Dresser		14.5	69.4	5.5	74.0	17.1
Janitor		11.9	71.9		5.5	79.3
Maid in Hotel		11.9	73.0		11.9	71.6
Nurse's Aides		6.9	74.2	1.6	59.6	22.1

Table 2 (cont'd)

Occupations	Boys			Girls		
	Career Aspirations %	Would like Occupations %	Dislike Occupations %	Career Aspirations %	Would like Occupations %	Dislike Occupations %
Sales	2.5			1.1		
Sales Person in a Store	1.2	43.2	35.0	1.1	62.1	35.0
Automobile Salesman		41.6	34.9		7.9	62.1
Salesman	1.2	23.9	50.2		14.5	61.1
Insurance Salesman		22.7	56.8		14.3	57.4
Craftsmen	25.6			6.1		
Electrician	12.8	67.6	19.7		20.5	51.5
Automobile Mechanic	8.3	54.2	28.7		11.7	65.3
Carpenter	2.5	47.3	32.3		10.6	65.2
Tailor	.6	46.4	31.2		34.1	45.2
Foreman in a Factory		45.1	27.8		24.9	53.0
Welder	.6	34.9	40.3		9.6	65.7
Plumber	.6	22.0	53.0		6.4	78.3
Dressmaker		13.7	71.5	6.1	66.1	20.5
Laborers	.0			.0		
Warehouse Worker		32.6	46.1		12.1	67.5
Laborer in a Factory		23.4	52.6		13.7	61.9
Farmer	.0			.0		
Farm Worker		14.0	71.0		4.0	78.8

Percentages are based on responses to each item.

Occupations are presented within major categories in descending order of percent of boys who would "like it".

Trainees who responded to the questionnaire: 210 boys, 215 girls.

Boys

As previously stated, 45.5 percent of the boys reported aspirations for a professional career. Examination of TABLE 2 shows that most of the professional occupations in the list were attractive to high percentages of the boys. In every case, higher proportions said they would like an occupation than aspired to it. Very few of the professional occupations were not pupular.

In the nonprofessional occupations, substantial differences exist between the proportions to whom various occupations were attractive and the proportions of those who aspired to careers in these same occupations.

A combined total of 9.5 percent of the boys reported that they aspired to be managers, officials, proprietors, clerks or sales persons. In marked contrast to their aspirations, 70.5 percent said they would like to own a small business; 69.4 percent expressed a desire to manage a business; 69.4 percent expressed a desire to manage a business; 63.2 percent indicated they would like to be a banker; 58.1 percent expressed interest in managing a factory; 52.1 percent indicated that they would like to manage a loan company; and 53.6 percent indicated that they would like the position of bank teller. Thus it appears that there is much greater interest in business careers than has been imagined by those who have characterized the inner-city youth as anti-business.

A fairly substantial portion of the boys (25.6 percent) aspired to become craftsmen. Specific crafts occupations proved to be quite attractive. Sixty-seven percent said they would like to be electricians; 54.2 percent, automobile mechanics; 47.3 percent carpenters; 46.4 percent tailors; and 45.1 percent formen in a factory. This tends to offset the opinions and statements of various members of the building and trade councils, labor groups and other organizations that today's inner-city youth are not concerned or interested in attaining the skills of the crafts.

Inspection of TABLE 2 discloses that a high percentage of boys considered specific occupations in the services and operative categories as being attractive. Of special interest: 23.6 percent considered the position of policeman attractive; 39.8 percent expressed interest in the position of child care center aide; 49.7 percent liked the position of factory machine operator; and 41.7 percent found the position of truck driver attractive.

Girls

The responses of girls also showed a much wider range of occupations to be attractive than might have been surmised from the data on aspirations.

The professions were aspired to by 48.6 percent of the girls. Professions traditionally regarded as women's work tended to be most attractive; thus 78 percent said they would like to be social workers; 62.8 percent indicated a preference for the position of nurse; and 64.1 percent, elementary school teachers.

The managerial and sales areas were aspired to by a total of 2.2 percent of the girls. However, the positions of owner and manager of a business attracted over 65 percent; banker and teller attracted over 62 percent; 62.1 percent indicated a liking for the position of sales person in a store. Twenty-nine percent indicated aspirations to become clerical workers. The above selections were in keeping with the association of these positions with women. The position of secretary proved attractive to 81 percent; 79.4 percent liked typing; 68.6 percent, file clerk; and 62.7 percent expressed interest in the position of bookkeeper.

Three of the service positions proved to be quite popular: 77.6 percent indicated that they would like to be an aide in a child care center; 74 percent expressed interest in hairdressing; 59.6 percent indicated that they would like to be a nurse's aide. This occurred despite the fact that only one girl in twenty two (8.2 percent) indicated aspirations to become a service worker.

Disliked Occupations

Primarily because of the large proportions of trainees who say that they have professional career aspirations, it was expected that high proportions would say they disliked nonprofessional occupations. Examination of the data tends to confirm this expectation in part only. Inspection of the data reveals a definite pattern of dislike for occupations that traditionally have been associated with and followed by the opposite sex. High proportions of boys said that they would dislike the following "feminine" occupations: dietician, 52.4 percent; nurse, 68.9 percent; typist, 47.3 percent; secretary, 65.5 percent; hairdresser, 69.4 percent; nurse's aide, 74.2 percent; and dressmaker, 71.5 percent. Among the girls, high proportions said they disliked certain occupations primarily reserved for men. Notable in this group are the positions of airline pilot, farm owner, truck driver, draftsman, bus driver, janitor, salesman, automobile mechanic, plumber, and carpenter.

Comparison of Attractiveness and Prestige

The thirty-one highest scores in terms of attractiveness to the trainees were ranked from highest to lowest, separately for boys and girls. There does not seem to be any close correspondence between the position of the occupation in the socio-economic prestige system of society and the attractiveness of that occupation to the trainees.

Boys

The prestigious professional occupations are distributed throughout the list. The occupation of power machine operator, with a ranking of 9, is above such professions as lawyer, college professor, and recreation supervisor. The prestigious position of doctor ranks 7 in the order with four nonprofessional occupations above it. Nonprofessional occupations are well distributed throughout the range of attractiveness scores. The median attractiveness score of the occupations is 53.6. Eight of the fifteen occupations above the median are nonprofessional occupations. Two crafts, electrician and automobile mechanic, ranked 3 and 15 respectively.

Girls

It is difficult to predict the attractiveness of specific occupations to girls from the prestige of these occupations. The occupation of child care center aide, that quite possibly would rank low on a prestige scale, is near the top of the list in attractiveness to girls - rank is 3. The occupation of nurse's aide ranks above that of doctor and is within four point in attractiveness with that of nurse. Doctor ranks lower in attractiveness to girls than any other medical occupation. The median attractiveness score for the thirty-one items is 62.1. Of the fifteen items at or above the median, 5 are clerical and 3 are service occupations. Only four are classified as professional.

Conclusions

The wide range of occupations that were considered attractive by the respondents suggests that many of our inner-city youth would greatly benefit and be interested in obtaining substantially more information about the nature of work and career opportunities in other than professional occupations. If counselors in the schools are not already aware of this information, it may encourage them to give greater emphasis to opportunities in a wider range of nonprofessional fields. It is believed

Table 3

Rank Order of 31 Highest Occupations in Attractiveness
Urban Problems Work-Study Program

Boys		Girls	
Occupation	Would Like %	Occupation	Would Like %
Small Business Owner	70.5	Secretary	81.0
Manager of a Business	69.4	Typist	79.4
Electrician	67.6	Child Care Center Aides	77.6
Engineer	67.1	Hair Dresser	74.0
Computer Programmer	64.3	Small Business Owner	69.6
Banker	63.2	File Clerk	68.6
Doctor	62.6	Social Worker	68.0
Factory Manager	58.1	Banker	67.1
Power Machine Operator	57.9	Computer Programmer	66.6
College Professor	57.5	Dress Maker	66.1
Lawyer	57.2	Manager of a Business	65.6
Recreation Supervisor	55.9	Elementary School Teacher	64.1
X-Ray Technician	54.9	Nurse	62.8
Medical Lab Technician	54.5	Bookkeeper	62.7
Automobile Mechanic	54.2	Bank Teller	62.1
Bank Teller	53.6	Sales Person in a Store	60.5
Loan Company Manager	52.1	Recreation Supervisor	59.6
Machine Operator (Factory)	49.7	Nurse's Aide	59.0
Radio Announcer	49.7	Doctor	57.5
Carpenter	47.3	Lawyer	56.8
Tailor	46.4	X-Ray Technician	56.0
Airline Pilot	46.1	High School Teacher	55.6
Foreman in a Factory	45.1	Radio Announcer	50.0
Luncheonette Manager	44.9	Medical Lab Technician	49.2
Social Worker	44.2	Loan Company Manager	48.7

Table 3 (cont'd)

Rank Order of 30 Highest Occupations in Attractiveness
Urban Problems Work-Study Program

Boys		Girls	
Occupation	Would Like %	Occupation	Would Like %
Artist	43.8	Psychologist	48.7
Sales Person ina Store	43.2	Factory Manager	46.0
High School Teacher	42.7	College Professor	45.6
Truck Driver	41.7	Waitress	45.3
Automobile Salesman	41.6	Luncheonette Manager	44.7
Draftsman	41.1	Cook in Restaurant	44.3

that the recognition of the growing importance of the professions is the reason for the great proportion of trainees who say that they aspire to a career in one of the professions. The middle class oriented curriculum of the schools combined with the sometimes high expectations of inner-city parents could make their initial aspirations the socially desirable thing to say. It seems that the information presented in this study, considered together with information from similar type studies, will go far in questioning the conclusions of diverse groups and individuals that today's students will be seriously frustrated in great numbers if all who indicate professional career aspirations do not attain their high goals.

The information concerning dislikes helps to identify occupations that may encounter serious difficulty in obtaining for future needs of our society. There presently exist serious shortages in the occupations of nurse and automobile mechanic. Traditionally these occupations have been geared towards female and male, respectively. Is it not now time for a reappraisal of these occupations and others, to have youth accept them without the sex connotation? This is a point that should receive more attention by occupational choice theorists.

The present school-work program could be combined with a work-study program to produce experiences of greater value to the students. Presently the emphasis seems to be on providnng a means of income for the student with a side result being in helping to prevent school dropout. The above ends would still be accomplished by a work-study program but with the additional benefits to the student and school of providing enrichment to the curriculum through discussion, study and community-work experience.

RECOMMENDATIONS

1. Summer programs for youth should be planned and funded far in advance of the onset of the summer vacation period. A minimum of 3 months' lead time is essential. Had this time been available for the Urban Problems Work-Study Program, more effective use of the funds could be a valuable project for high school youth from the inner-city.

2. Future programs of this type should grow out of the regular secondary school programs in target areas. The planning for the summer phase should be done, to a considerable extent, by young people in their high school classes. The design of a summer work-study proposal could be a valuable project for high school youth from the inner-city.

3. Guidelines for involvement of community representatives in the planning and implementation of the project should be clearly defined well in advance of the beginning date.

4. Recruitment and orientation of staff should be accomplished before the onset of the program.

5. Establish a pilot Urban problems Work-Study Program in one junior and one senior high school using students who were involved in the 1968 summer program.

6. Conduct follow-up studies of the school performance of students who had the summer experience in this project. Determine the extent of influence the program had on the motivation, performance, and behavior of the trainees in their regular school programs.

APPENDIX

Exhibit 1: Memorandum of community reaction to proposal for an Urban Problems Work-Study Program

A. BACKGROUND

1. Increase in proportion of population under 25 years of age.
2. Employment diminishing in manual and traditional entry-level positions.
3. Employment increasing in service to people, communication skills, interpersonal sensitization, public relations, and innovative expressive techniques.
4. Formal education programs unable to bureaucratically respond to these challenges.
5. Informal learning experiences compelling these capacities to the fore in the personality development of inner-city youth.

B. CURRENT IMPERATIVES

1. Preparation of large numbers of youth for self-sufficient living (this includes opportunities for material and psychological interaction with the existing people, agencies, and cultures) within this community.
2. Reduction of emphasis upon manual and standardized entry type positions.
3. Maximum concentration upon positions in skills and techniques of communications and interpersonal relations.
4. Formal educational systems must function as responders, observers, and learners of the fast moving informal trends of this community.
5. Informal learnings achieved by modern youth must interact constructively with the institutions and community which generated them.

C. OBJECTIVES

1. To provide employment for inner-city youth.
2. To update the societal view of the future occupations of these youth as they reach for maturity in this community.
3. To provide preparation for more formal exercise of their present abilities in communications and interpersonal activities.
4. To demonstrate to the formal educational bureacracy a new approach to learning.
5. To validate, utilize, and financially compensate the productive efforts of inner-city youth.

D. METHODS

1. Select agencies operating in services to the inner-city population with professional and technical staff whose formal training reflects other cultural indoctrination than that of those they seek to serve.
2. Document positions aimed at sensitizing professional and technical staff to the cultural realities of the inner-city youth.
3. Select inner-city youth applicants who have demonstrated self-discipline, communications skills, and aspirations for interpersonal experiences as a broad occupational requirement.
4. Provide for liaison with technical professional administrative employees of the formal educational system.
5. Provide for liaison with community resource person experienced in interpersonal relations.

E. FUNCTIONS - establish specific functions of those to be assigned

1. Youth Trainee
   a. STUDY of specialized services area to be assigned.
   b. OBSERVATION of professional and technical performance of specified agency staff member(s).
   c. ORAL REVIEW of activities, reactions and intentions of staff members; and observe reaction and comments of clients being served.
   d. WRITTEN ANALYSIS by trainee of specific experiences indicating the effect upon trainee's aspirations in the field of interpersonal relationships.
2. Community Resource Person
   a. Introduce trainee to the principles of the general areas such as health, recreation, counseling, administration, teaching, social work, office practices, etc.
   b. Participate in ORAL REVIEW with trainee, staff member, and educational liaison consultant.
   c. REVIEW written analysis with trainee and prepare summary comments about trainee's perceptive and expressive skills.
   d. PLAN trainee's work experience and study requirements.
   e. Advise educational liaison person of trainee's progress.

E. FUNCTIONS (continued)

3. Educational Liaison Consultant
   a. PARTICIPATE in oral review with trainee, staff member, and community resource person.
   b. RELATE content of these reviews to standard subject matter (where possible) by identifying attitudes of staff member, trainee, and resource person as they relate to each other, the specific work being done, and the objectives of the experience.
4. Coordinators
   a. Youth Trainees will rotate as coordinators.
   b. Coordinator will conduct regular sessions with specified number of trainees regarding their reactions to work, to adult professional and technical people, and to the study matter required of them.
5. Administrative Assistant - Job Development
   a. Should be experienced in informal youth development activities and in actual service responsibility as well formal youth development work.
   b. Will be responsible for explaining process to agency supervisors who will assign the specific employee(s) to be involved.
   c. Will establish appropriate procedures for cooperation between trainee, community resource consultant, and professional-technical employees.
   d. Will receive progress reports from community resource consultant.
6. Administrative Assistant - Research
   a. Should be a person experienced in informal youth development and classroom instruction.
   b. Will receive reports from educational liaison consultant.
   c. Will be delegated analytical functions at discretion of Project Director.
7. Project Director
   a. Will secure agency cooperation for purposes of this project.
   b. Will constantly relate and analyze reports from administrative assistants.
   c. Will translate such reports into data established as meaningful in terms of the research intentions of the project.

Please Review

Proposal for an Albert Einstein College of Medicine-Lincoln Hospital Health Careers Program May 9, 1967 (Tom Levin, Ph.D.)

YOUTH CITY Proposal for "A Humanities Center for Adolescents" Endorsed by Federal Executive Board of Philadelphia and referred to Regional H.E.W. April 1967 (M. Humphrey Jan. 1967)

CAREER DEVELOPMENT Christopher Weeks University City Science Center of Philadelphia (Prepared for Philadelphia School District July 1, 1967.)

COMMENTS RE PROPOSED OBJECTIVE OF NEIGHBORHOOD YOUTH CORPS
Program (Title L-B, EOA 1964) 5-26-66
M. Humphrey

Comprehensive Vocational Rehabilitation Planning Project for Pennsylvania, Testimony Philadelphia Health and Welfare Council presented May 10, 1967 by M. Humphrey

Exhibit 2: Black Youth Community Summer Program Proposed in Original Format

Youth
Black Community Summer Program

I

1. This program is based upon the availability of 33 public schools for use between June 24, 1968 and August 31, 1968.

2. Athletic, visual auditory, and musical equipment must be available for use in each school.

3. There must be available a pool of fifty school buses available for use of 33 schools for field trips.

4. The staff and resources of the Pennsylvania School of Advancement are needed to train a corps of leaders in techniques and equipment to be used with elementary and junior high school pupils during the morning phase of the summer program.

5. The Department of Recreation will be solicited for the use of facilities and resource staff persons for the development of afternoon and evening programs.

6. The sports stadia of the various high schools as well as school recreation yards will be used.

II

A. The operation of the 33 schools will be on a three-shift basis. The first shift designed specifically for elementary and junior high school pupils will operate between 8 A.M. and 1 P.M. The leaders of this program will be senior high school students, young adults and resource adults to be chosen by the young people. The techniques of the School of Advancement will be used in these morning sessions. (These techniques are designed to make learning fun. A great deal of emphasis is given to self expression on the part of the pupil. He is not chained to a desk and forced to try to learn information in which he is not interested).

   1. The morning sessions in the school will be staffed on a ratio of not more than 20 pupils to a leader.

B. The second shift (1-5) will be basically recreational in nature for junior high school pupils. (Field trips will be planned for elementary pupils during this period).

   Baseball, soccer, basketball, and other group activity sports teams will be developed in each school. Competition between schools will be encouraged as well as multi-team competion within a school.

   There will also be classes in gymnastics run in the gymnasiums of the schools. Limited participation sports as boxing, wrestling and karate will be operated.

C. There will be classes in crafts, painting, sculpture and other skill activities developed in the schools for pupils who do not wish to participate in athletic activities.

D. There will be urban studies classes organized for senior high school pupils who are not working as leaders in the activities indicated above. These classes will be designed to have the pupils use the city as a laboratory for observation and experimental action programs. Discussion groups will be organized on a small seminar basis. Resource persons will be invited by the pupils to these analysis sessions.
The leadership to student ratio in these programs will be 1 to 10.

III

A. The evening programs will be designed specifically for persons of the senior high school or young adult age level. The focus in these programs will be in the areas of the dance (creative and popular), dramatics, small group and large group singing. There will be talent discovery programs scheduled at regular intervals.

B. The evenings will also be the period of planning and program development for those in leadership roles.

C. The evening programs will include classes in Afro-American history, and a discovery program of the role of the black man in contemporary civilization.

D. A field trip should be organized during the summer for young adults. The field trip should take them into the area of the southeast where blacks have achieved in finance, business and housing at a level that would help the youth develop new goals for themselves as blacks.

IV

Dates of Activity

June						
24	25	26	27	28	29	6
July						
1	2	3	4	5	6	
8	9	10	11	12	13	
15	16	17	18	19	20	
22	23	24	25	26	27	
29	30	31				27
August						
				1	2	
5	6	7	8	9	10	
12	13	14	15	16	17	
19	20	21	22	23	24	
26	27	28	29	30	31	26

59

Scheduled Leadership Cost

15 hrs a day

	8-1 10	1-6 10	6-11 5
	1@ 10 10@ 10? 30@ 300	10@ 100 30@ 300	5@ 50.00 15@ 150.00
	1,485.000		
Materials	100.000		
Equipment	200.000		
Operating Expenses - Activities	200.000		
Resource Persons Expenses	100.000		
	2,085.000		

Exhibit 3: Staff Summary

Staff Summary

Name	Title	Funds Fed.	Funds Local	Period Employed	Percent of time
Oscar W. Bullock	Proj. Adm.	x		6/24-8/30/68	100
Charles Peoples	Ass't. Proj. Adm.	x		"	"
Virginia Treherne	Ass't. Proj. Adm.	x		"	"
Thomas C. Rosica	Dir. Fed. Programs		x	6/15-10/31/68	10
Albert I. Glassman	Ass't. Dir. Sch. Ext.		x	"	10
Arnold V. Giusini	Ass't. Dir. Instr. Services		x	"	10
Dr. John Hayman	Dir., Research		x	"	1
Dr. William Theimer	Ass't. Dir. Res.		x	7/1-10/31/68	2
Ellery Pierson	Research Associate		x	"	11
Dr. Norman Wexler	Specialist, Res. Design	x		"	2
George Young	Research Assist.		x	"	43

****

Team Leaders:

Andre Adger	Team leader	x		7/7-8/30/68	100
Saundra Agee	"		x	"	"
Cassandra Blake	"		x	"	"
Craigory Brown	"		x	"	"
James Bryant	"		x	"	"
John H. Burns	"		x	"	"
Beverly A. Chestnut	"		x	"	"
Robert Coleman	"		x	"	"
Alan T. Connors	"		x	"	"

Name	Title	Funds Fed.	Funds Local	Period Employed	Percent of time
Raymond Crippen	Team leader	x		7/7-8/30/68	100
Robert Crippens	"	x		"	"
Myer L. Daniels	"	x		"	"
Annabelle Dennis	"	x		"	"
Leroy Ervin	"	x		"	"
Russell Fisher	"	x		"	"
Jefferson Fox	"	x		"	"
Emanuel Freeman	"	x		"	"
Carol Frink	"	x		"	"
Lamont Hayes	"	x		"	"
Carolyn Henry	"	x		"	"
Ingrid D. Jackson	"	x		"	"
William Jackson	"	x		"	"
Deborah Jay	"	x		"	"
Charles Johnson	"	x		"	"
Elizabeth Jones	"	x		"	"
Wayne King	"	x		"	"
Tyrone Marks	"	x		"	"
Pedro McNeill	"	x		"	"
Arnetta Mitchell	"	x		"	"
Jewel Paige	"	x		"	"
Lucille Peele	"	x		"	"
Matilda Petty	"	x		"	"
Gregory Pratt	"	x		"	"
Arlene Preston	"	x		"	"
Mildred Radden	"	x		"	"
Fedricka Robinson	"	x		"	"
William Robinson	"	x		"	"

Name	Title	Funds Fed.	Funds Local	Period Employed	Percent of time
Evans Roebuck	Team Leader	x		7/7-8/30/68	100
Roslyn Satterwaite	"	x		"	"
Larry Scott	"	x		"	"
Karen Smith	"	x		"	"
Peggy Smith	"	x		"	"
Daniel Sparks	"	x		"	"
Larry Starks	"	x		"	"
Jasper Stith	"	x		"	"
William Tate	"	x		"	"
Sharon Wellons	"	x		"	"
Nello Williams	"	x		"	"
Tyrone Willis	"	x		"	"
Barbara Evans	"	x		"	"

****

Community Resource People *Denotes member of Community Planning Commission.

* David Hornbeck					
* Elaine Blake	Community Res.	x		7/1-8/30/68	ave. 20hrs/wk.
* Jerome Cooper	"	x		"	"
* William Griffin	"	x		"	"
* Mattie Humphrey	"	x		"	"
* William Mathis	"	x		"	"
* Sylvia Meek	"	x		"	"
* Lee Montgomery	"	x		"	"
* Jerry Murphy	"	x		"	"
* Alice Walker	"	x		"	"
* Rose Wylie	"	x		"	"
Marguerite Alexander	"	x		7/7-8/30/68	30 hrs./wk.
Oyugi D. Aseto	"	x		"	"
John P. Darden	"	x		"	"
* Byron Edwards	"	x		"	"

Name	Title	Funds Fed.	Funds Local	Period Employed	Percent of time
James C. Goode	Community Res.	x		7/7-8/30/68	30hrs./wk/
Marilyn Holifield	"	x		"	"
Reginald Howze	"	x		"	"
*Milton Humphrey	"	x		"	"
Walter Jenkins	"	x		"	"
Marlene Jones	"	x		"	"
James Lester	"	x		"	"
Aurelia Lord	"	x		"	"
Rowden Mosely	"	x		"	"
Idalie Munoz	"	x		"	"
Patricia Neal	"	x		"	"
Florence Nicholas	"	x		"	"
Dorothy Palms	"	x		"	"
Charles Robinson	"	x		"	"
Rosemary Robinson	"	x		"	"
Jaime Santiago	"	x		"	"
Dorothy Watson	"	x		"	"

Exhibit 4 WORK-SITES VISITED BY URBAN PROBLEMS TRAINEES

1. Big Brother Association
2. Nationalities Service Center
3. Defenders Association of Philadelphia
4. Graduate Hospital
5. Allied Jewish Appeal
6. Philadelphia National Bank
7. Urban League
8. #4 Health District
9. Youth Services Incorporated
10. Lee Cultural Center
11. Urban Housing League
12. Community Health Agency
13. Free Library of Philadelphia
14. Police Round House
15. Chavalry Settlement
16. Fairmount Park Commission
17. Opportunity Industrialization Center
18. Area Wide Council
19. Temple University
20. Hub #14 Model Cities
21. North Carolina Mutual Life Insurance
22. Lee Cultural Center
23. United Fund
24. Health and Welfare Incorporated
25. Germantown Community Council
26. Callowhill Child Day Care Center
27. Navy Recruiting Center
28. Army Recruiting Center
29. Marine Recruiting Center
30. Settlement House
31. United Cerebal Palsy Assoc. of Phila.
32. State Building
33. Provident Mutual Life Ins. Co.
34. United States Mint
35. Wharton Center
36. Emmanuel Methodist Church
37. Philadelphia City Planning Commission
38. Abbotts Dairy
39. Department of Recreation
40. Internationas Services
41. Strawberry Mansion Center
42. City Hall
43. Bulletin Building
44. Bell Telphone Company
45. 14th Police District
46. Wister Community Center
47. Einstein Medical Center
48. Women's Christian Alliance
49. Gesu Catholic Services
50. St. John's Orphan Asylum
51. Steven Home for Aged
52. Southern Home for Children
53. Bambino Day Nursery
54. Mantua Cultural Center
55. Young Great Society
56. Philadelphia Navy Yard
57. WHYY - TV
58. WCAU - TV
59. Project Human Renewal
60. Heritage House
61. Inter-Church Child Care Center
62. Children's Aid Society of Philadelphia
63. Ivy House

Exhibit 5: Offer of Employment Form
7-1-63

URBAN PROBLEMS WORK-STUDY PROGRAM

Offer of Employment July 1, 1968

Position_____ Salary $ 7

Date of Application for employment:_____

Interviewed by :_____

I, _____ certify that I am currently unemployed and immediately available to work upon acceptance. I understand that two people from one family who are seeking this same employment should notify the planning committee of this fact.

I also understand that thehpurpose of this project is to provide work-study experience for inner city school students aged 14 to 18 years under a grant from the Research Division of Health, Education & Welfare through sponsorship of the Philadelphia School District. I further understand that the project is being administered by a planning committee of community resource people who have designed and negotiated an agreement to conduct a new approach to learning. Therefore, in the course of this short term project I may be required to adjust to changes and redirections as may be indicated by the responsible planners and administrators.

I have been advised that the major requirements for the positions are experience in leadership of groups of young people either in paid or volunteer capacity; ability to translate information and instructions to young people, assist, supervise and evaluate their performance; and recent involvement on a volunteer basis in the inner-city community.

My most recent employment:_____
Position

_____ to _____
Place dates

My most recent Community Volunteer activity: _____
activity

_____ _____
Place Dates

_____ _____
My Supervisor, co-worker or reference who will certify this item. Telephone # Title

_____ _____
Signature of Applicant Date completed

Intake Interview:_____

Exhibit 6: Application Form - Coordinator (team leader)

URBAN PROBLEMS

WORK-STUDY PROGRAM
Applicant: Coordinator
Social Sec. #
TELEPHONE NO -

Date:

Name_____ Age_____

Address_____ Date of Birth_____

What kind of job do you want to do? 1._____

2._____

3._____

What general areas are you most interested in? Number these areas according to your interest. Start by placing #1 next to the type you like most.

Administration_____
Health_____
Counseling_____
Teaching_____
Social Work & Humanities_____

What jobs have you had? For how long?

Kind of Job	Address	Year	Months
1.			
2.			
3.			
4.			

Date Interviewed_____ By:_____

Remarks of interview:

Exhibit 7

SCHOOL DISTRICT OF PHILADELPHIA

URBAN PROBLEMS WORK-STUDY PROGRAM

ATTENDANCE REPORT

Team # _____ Payroll Period Ending __/__/____

	Social Security Number	Name Last First M.I.	Hours Worked (Enter by date) M	T	W	Th	F	M	T	W	Th	F	Total hours wkd.	Hourly Rate	Gross pay for pd.(entry by office)	Remarks

Certified correct by _____ Approved by _____

Exhibit 8

URBAN PROBLEMS WORK-STUDY PROGRAM - SUMMER 1968

PLANNING COMMITTEE MEMBERS

August 1, 1968

NAME	ADDRESS	PHONE
Mr. Jim Lester	517 McKean St.	PE5-9613
Mrs. Mattie Humphrey	149 E. Coulter St.	VI3-4875
Rev. Jerome Cooper	3846 N. Park Avenue	
Mr. Philip White	48 E. Penn Street	
Mr. Milton Humphrey	149 E. Coulter St.	VI3-4875
Mr. Byron A. Edwards	1547 N. 30th St.	
Mrs. Alice Walker	2111 Reed St.	
Mrs. Rose Wylie	833 "C" Warnock Place	CE2-2508
Mr. M. Lee Mongomery	4018 W. Girard Avenue	
Mr. William Mathis	2229 Broad St.	
Mrs. Sylvia Meek	6500 Wissahickon Avenue	
Mr. William Green	2156 N. 9th St.	
Mr. Jerry Murphy	5514 N. Godfrey Street	

Exhibit 9: PRIORITIES FOR THE SELECTION OF TRAINEES

The following priorities have been established for the selection of trainees:

1. Consideration should be given to geographical location areas.

Approx. 150	a. North Phila.
Approx. 100	b. South Phila.
Approx. 100	c. West Phila.
Approx. 100	d. Germantown
Approx. 50	e. Special Areas, and some special cases, e.g. Kensington, S.W. Phila.

Of these numbers at least 30% will be female.

2. The trainees must be selected from in-school students between 14 and 18 years old.

3. Special consideration should be given to young people who will benefit greatly from the Urban Problem Program because:

   a. They come from overcrowded schools and have not had the opportunity to achieve formal learning situations.

   b. They come from large families with low incomes.

   c. They are young people who have potential but are under-achievers or below grade level.

4. The trainees selected must be residents of the inner-city community who have demonstrated self-discipline, communications skills, and aspirations for interpersonal experiences as a broad occupational requirement.

5. If applicants meet all of the above requirements trainee will be selected on a first come, first serve basis regardless of race, religion or national origin.

We cannot hope to be perfect in our selection but we can make an effort. On many applications there is some information that will aid us in selecting our trainee, but on many other applications there is little or no information that will aid us. Some information may be accummulated by direct contact (e.g. phone or in person) or we may be able to contact referring agencies.

At the present time, we have coordinators who have completed their orientation and are ready to go to work. Therefore it is suggested that we move as quickly as possible to select some trainees to fill in teams that can start functioning now. This is important because our coordinators are ready to go and we don't want to lose our momentum.

Submitted to Planning Committee
7/5/68

Oscar W. Bullock
Project Director

Exhibit 10: Sample Reports of Trainees and Team Leaders exactly as presented.

Monday Aug 5, 1968

Monday morning trainee's went out to investigate blighted and condemned homes and to count the bars from 25th and Columbia to 25th and Girard.

Monday evening a representative of Vice-President Humphrey came from Washington to Strawberry Mansion to see the progress of the program. He was Mr. Fred Winstell.

We had some of the trainees from each of the five groups to evaluate the community project which was launched 7/29/68. The trainees also discussed some of the things they did not like about the school system. This type of discussion will be continued through out the program.

Brenda had asked the question of "Why the teachers are more interested in the student that are apt to be much smarter and so they take more time with them than the students that are not so smart, when she thinks that it should be just the opposite. At that time Mr. Fred Winstell President of Youth Opportunity came in.

He asked the question "if each of you could sit in a office with Presindent Dillworth, "and discuss a change in the school system what would you do? Linda Brown said"I would have no girls or boys school because when boys and girls go to the same school, boys try to impress the girls and girls try to impress the boys. And we also should be able to choose the subjects we want to take". You should be required to take so many subjects, but the subjects we want. To take, for example. She didn't particular like history because, "I only see White faces in the history books and the only Black men that I have read about was Booker T. Washington and George Washington Carver and his peanuts". Aren't there other great black men"? Why aren't they in the history book?

Then some of the other trainees thought that the Black and White history should be woven in together so neately until we learn to appreciate history as it should be appreciated. These trainees were Norman Woods, and Donna Griffin.

Paul Rojas had made a statement before Mr. Winstell came in and his statement was; "Why must I take the headaches and resentment of many of the teachers in order to be a teachers like many of the teachers I know". Mr. Jenkins asked the question "Why don't you be determined to be one of the better teachers"? Paul said"the teachers should encourage the students or set patterns for examples.

At this time our discussion had to close because Mr. Winstell wanted to discuss the outline of our community project. The outline was on the black board. Mr. Jenkins and Reginald explained the plans of the project while Mrs. Jones took charge of the trainees while the plans of the project was being discussed.

Mr. Fred Winstell told the trainee that he thought they had chosen a project with two of the major problems that the community face and he thought they had a big job to do. He seemed to be pleased with the project.

Aug. 6-7, 1968

Tuesday and Wednesday trainees went out in the community and completed their community project of counting the bars from
33rd and Susquehana
33rd and Ridge Ave. to Bread Street.

Aug. 7, 1968

Wednesday morning at 9:45 a meeting took place. Mrs. Humphrey, Dr. Waston and Mrs. Wiley came in to discuss the community project that we are investigating. We discussed the project and areas of the project, that we are working.

The project of counting bars Mrs. Humprehy made a suggestion that Community Resouce People check with the Dept. of State Liquod Control before going to City Hall and find out the plans to meet the liquor control.

Whenever the project is compiled and all data completed we would like to take a copy to the Bulletin.
We would like to contact Rictor Long Public Relation for the Board of Education and find out how to deal with the press.

Suggestions

Contact Mr. Keene and have him bring a map from Area Wide Council

Places or Agency to go

1. State Liquor Control - Dr. Tom George
Aug. 21 2. District Attorney - Arlen Spector
Aug. 21 3. Dept. of License and Inspect
4. Dept. of Public Health
5. State Office Building - Phila. Steve Brodie
6. State Secratary of Health and Welfare - Dr. Tom George — Harrisburg

Gardon Caranaugh - Housing Mitters

THE MECHANICS OF HOW AND WHY THE URBAN PROBLEMS WORK-STUDY PROGRAM MUST BE IMPLEMENTED INTO THE REGULAR SCHOOL DAY IN THE BLACK SCHOOL OR ANY SCHOOL DEALING WITH BLACK STUDENTS.

Submitted by:
The Urban Problems Work-Study Program
Strawberry Mansion Junior High School

Initially, this program must begin on the Junior High School level, because we know from our experience in the Philadelphia School System and also from probing the trainees in this program that this is the level at which the majority of black minds and bodies are destroyed.

We maintain that the Board of Education is obviously not pyschologically equipped to relate to many of our children.

The fact that schools such as Boone exist reveals that the "regular" school has cast out many students simply because of the school's own short-coming, at the students expense. The students who attend Boone are designated as "problem" or "discipline" students.

The students are saturated daily with white oriented (white standards of beauty). Refusal to co-operate with and absorb these values, results in discipline problems. The present school system only serves to substantiate the strong feeling of self-hate that is already there from other sources (television, court system, dilapidated neighborhoods, etc.)

In our efforts to seek out that education which is Relative to us as black people, we make this proposal. We request that facilities be set aside in each area of the city for students who are potentially "Boone Bound", (discipline), "Slow Learners", and any other student who expresses a desire for such a program.

The program will consist of qualified people from within the community. The major quality will be sincerity, a sincere interest and desire to make our children health and Humane individual black men and women.

In the program, the students would be taught first and foremost, black values, taught to revere black heroes, taught the importance of owning and controlling the community for the good of the community.

The result of this will be not only "salvation" for would-be drop-outs, but "salvation" for the community. Our environment is one of the greatest immediate reasons why we are in such a down-trodden state; if our education is to be relevant, it must also deal with our immediate enviromment - the community.

The students will be taught all the things heretofore mentioned along with their regular much needed subjects (mathematics, science, social studies, etc.). I further propose that since these students will be out in the community doing a job (voter-registration drives, meeting with gang members, doing anything and everything to rid their communities of this blighted condition, etc.). That they should be paid a fee by the Federal Government through the Board of Education.

The program should be implemented throughout the Philadelphia School System. To whom it may concern: Thank you for your time and interest.

Reginald J. Howze
W. L. Jenkins, Supervis

MY VIEWS ON THIS PROGRAM

BY

LINDA NELSON N-5

I feel that this program is a very good start, because it makes you think moreabout your people. I have learned more about my people, and other interesting factors that I didn't know about. I would like this program to continue during the fall because it would help me in school. This program also helps you bring out different and new ideals. And also what you don't understand my co-ordinator sister Debbie could explain it to me. I have learned more here in the short period of six weeks than in whole school year.

Some of the things that I have learned in this program are: not to whole back what I have to say, to get along with people. I have learned more but I just can't put it down on paper or in words. This program is a very interesting and new idea, and therefore I hope it continues.

WHY WE SHOULD CONTINUE THE URBAN PROBLEMS WORK-STUDY PROGRAM

LINDA BROWN N-1

I feel as though we can't accomplish what we started in only six weeks. We can't possibly succeed where others have failed in all these years in just six short weeks. Because we are just getting things together and don't say you can't because you can. And I hope you will let this program continue.

PAUL ROJAS N-1

I think this program is a whole new discovery. IT keeps you off the streets where nothing but trouble awaits you and gives you something that not only benefit from but the neighborhood too. It opens up peoples eyes to the fact that if their are to accomplish anything they have to do it together and with the guidance of this program. I really continue during the winter so people will not feel left out just because the summer is over, for example, people might think the program was just developed to help the trainee get a job but if it were to continue during the winter people would feel really wanted. Because something doesn't develop over a short period of time.

NORMAN WOODS N-5

In doing the four weeks I have just begun to learn the meaning of the word black. I know before I became interested in this program the word black boy was a slang word to me. But now when the word is said to me I know that they are callingmme I know that now I can hold my head up high and say yes brothers, are you calling?

I know that in this six weeks I am here I have learned just what I should have learned when I was in school but didn't. I learned it here in this program. But in school I was never taught this. So now I am depending on this system to get me started on the right track. So help me to learn so I can help others. Keep the program on a little longer and the youth generation will over come.

WHY I THINK THE PROGRAM SHOULD GO ON

CHARLES WILLIAMS **N-3**

I think that this program should go on because it is really what the young people in our age want now a days. The reason for this is that this program deals with self envirorment, self pride, and self explanation and decency. Another reason is that this program deals with the community and the problems in the community. By community problems I mean the housing, the bars, the slums and I'm sure that all of this can never be completed in a term of six weeks. This program also gives young people resonsibility and though this our obligation of a lifetime.

THE PROGRAMS

DONNA GRIFFIN **N-5**

I enjoy being in this program very much. And I am also very proud to be a Black Thinking Person. And this program and programs like this is to get Black people thinking. My coordinator is a very nice and understanding person, her name is Deborah Jay.

WHY I THINK THIS PROGRAM SHOULD GO ON
BY George Swain

I think this problem should go on because its gets lots of the boys off the street and gives them something to do and a chance to make some money after school.

It will let the boys and girls not old enought to get a job making at least a little bit of money. It gives them something to do on their own not doing this and that.

It keeps people form begging, it will give the people that are to poor to feed all of there family. It helps these people on the way for the winter and to help the children help their mother and father pay bills and etc.

We have a chance to do things on our own, to buy what you want, not beg for the money. Don't get me wrong, keep the program continued so we can make money, and help all we can to make my community a better place.

WHY THIS PROGRAM SHO LD GO ON

Beverly Bibbis

I think this program should go on because I like it and learning more about black people and what they did. Gee"if I could come here everyday after school (if it goes on) well, I can be learning about black history more then I do in school .

I could use the money too. In school I will get tockens, books etc..... The money I will be getting can go on those things that I need. So I hope that the program gors on.

Ornuled Hillon

I think this project should go on because our work is not half done. We should go on after school to get rid of loe houses, bars, dirty streets , and carring petitions and calling City Hall or going visit it we need more trainees.

Bemann Glenn

I think this program should go on because I like things we do. For example., One thing I like going around to people houses having them to sign things and talk with them. Thats why I want the program to go on.

WHY I THINK THIS PROGRAM SHO LD GO ON

Rochelle Bolden

I think this program should continue because, it has helped me think correctly of myself. It's also us, the black people. The reason why I said its helped me to correct myself is because, I use to be mad at people for doing things to me and I used to call them black niggers and so on. But I realized that we're all black sisters and brothers. That was before I started working here. This is why I think this program should continue. **It has helped me to see the light, and now I know whats happening. and I's completely togeather**

William Spearmon

I fill that this program should go on because it is very interesting and it's a good experience because it will give us a good boost in life toward the right way. It seems that the white man is trying to make the black man inferior. I think this program should go on because it's giving us young people something to do **~~fooom~~ on our own, and it**

WHY THIS PROGRAM SHOULD CONTINUE

Brenda Pearson

I think that the program should continue because we don't have anything to do except stay home or either go out in the street. This program really gives us some sense of responsibility, something to do on our own.

Joyce Houser

For one thing a lot of people still don't know our program. Because all our black brothers and sisters should know and get together and make our community better for our people live in because I think it a lot of our peo le knew about a lot would get done.

Lynwood Brown

I think this program should go on because it about me and my people, and that black is beautiful. It keeps me out of trouble, it kept and tought me to stand up for what I want, and what I need.

James Pinkey

I think the program should continue because as the people of this program are helping there people and should go on helping there people. And it will give them something to do in the winter. And I want to help all my people, all that I can, and more things better for the up coming generation.

WHY I THINK THIS PROGRAM SHOULD GO ON

By Donna Griffin

I think this program should continue because every day you learn different and new things. What we have learned is more then we have learned in the whole school term. But our goal can not be reached in such a short period of six weeks. In order to really get the ball rolling we need more , much more time. In this program we have a handful of the young generation we need more than just a handful of youth.

If this program ends Aug.30 the people in the program will have gained a lot but if the program continues we will have gained more knowledge and reached more people. I think if this program continues we will be able to obtain higher goals that they never dreamed of reaching More people would begin to see the truth, their eyes would be open to the light of being Black. I believe this can all happen if we believe in the program. And this is why I hope this program continues.

WHY I THINK THIS PROGRAM SHOULD GO ON

Linda Brown

I think this program should go on for these reasons:

1. We are helping our community
2. We're getting a better understanding about why our black brothers and sisters aren't where they should be in this society. Because of their lack of knowledge and understanding to what is happening.
3. I as a black girl found out about my black ancestore and I found my place in this society, but most of all I also found understanding in this program. I found people who could sit down and voice my opinion and not down me because I have a-nother way of thinking.

We as black youths need this program and your moral support. So don't cut this program short and pur way of thinking.

Rose De Bose

I think this program should be carried on because, I have learned more about my country and my people then I have in all my nine years of schooling.

This summer I have had the opptunity to meet interesting people go to exciting places. But most of all this program has showed me the way to help my people. Therefore I think this should be made an all-a-round year thing.

6. **Your over-all view of the week**

The trainees showed the most interest at Temple Hospital. They were prepared and taken into the Operating Room so they could see an operation performed on a patient. Some of the trainees operated a swtitch board, others read to patients. They asked many questions on the requirements to become a nurse, doctor. X-Ray Technician and social workers.

Some of the trainees are already talking about entering Temple Universtiy so they can become doctors, nurses, X-Ray technicians, teahers and social workers, also medical technician.

Some of the boys have stated they would like to become union leaders and formmen from their visit to the water front.

I feel this program has brightened the future for many of the trainees, and up to now has given them a great reason to stay in school and graduate.

Exhibit 11: Flyer distributed in churches and clubs announcing program.

URBAN PROBLEMS — STUDY-WORK PROGRAM

SPONSORED BY: School District of Philadelphia
(in cooperation with community groups)

ATTENTION: I N S C H O O L Y O U T H (age 14 and up)

N O T E : If you are employed, or attending summer school then DO NOT APPLY for this job.....or.....

If you are enrolled in any other special program then DO NOT APPLY for this job!

HERE'S WHAT TO DO: THOSE WHO WANT TO HELP THE YOUTH IN THEIR CHURCH or GROUP

-- Get the names, addresses and telephone numbers of all applicants.

-- Bring (hand-carry) the list of names to:

Miss Juliet Cromitie
1346 N. Broad Street
Philadelphia, Pa.

IF YOU LIVE IN ANY SECTION OF PHILADELPHIA and are interested and eligible then you will be considered on a first-come-first-served basis.

We will call each applicant and make a specific appointment for interview.

June 22, 1968

Please followiinstructions as soon as possible!
Thank you.

Exhibit 12: Press coverage of project as it gets underway.

20 B
The Evening Bulletin
PHILADELPHIA
Tuesday, June 18, 1968

U. S. Provides $250,000 for Youth Project

By NICHOLAS W. STROH
Of The Bulletin Staff

Deputy Mayor Charles W. Bowser late yesterday announced the city had received a $250,000 federal grant for a project designed to interest some 500 teen-agers in the problems of the city.

Bowser cited a telegram to Mayor Tate from Vice President Humphrey which disclosed the details of the grant to fund an "urban problems work study program" designed by school officials here.

The money, from the U. S. Department of Health, Education and Welfare, will cover a 15-week period which began last Friday and will end on Oct. 31.

During this period some 500 boys and girls, 14 to 18 years of age, will be selected from inner city schools for the project, which will allow them to study various urban problems for two hours in the morning five days a week.

Afternoon Work

They will then have a four-hour-a-day work period, for which they will be paid $28 a week.

In this afternoon segment, according to the details of the program, they will work in slum communities tutoring, cleaning up neighborhoods, working in recreation and numerous other possibilities.

The director of the project will be 43-year-old Albert Glassman, director of school extension for the Board of Education. Since February he has been assigned to work with Bowser to coordinate the summer recreational and educational projects.

In an interview today Glassman said he was an architect of the urban problems program.

Teams of 15

"We are really terribly excited about it," he admitted. "The kids will work in teams of 15 each with a leader. They will study in the morning sessions most of the problems facing the cities today.

"In the afternoon," he explained, "they will be given the widest possible latitude for selection of a project on which they will work.

"It might be with an already existing agency or it might be a project of the design of the individual student. In any event, we want them to select projects which are of particular interest to them and which will tie in with their morning classroom sessions."

Staff of 30 Adults

Glassman said the students will study such issues as race relations, slum housing, gang control and jobs. They will also become acquainted with the role of the police in the big city.

In the afternoon, he explained, they might choose to work with neighborhood groups in rehabilitation of houses, public health work or, for example, nonpartisan voter registration.

To operate the program, Glassman, whose $120-a-week salary will come from the federal grant, will put together a staff of 30 adults to serve as team leaders for the students.

The team leaders, school officials say, will be professional people, college students and neighborhood residents.

School officials hope this program will help acquaint the high school students with knowledge and insight which will allow the young to participate in the battle to save American cities.

Exhibit 13: Resolution of the Board of Education, School District of Philadelphia authorizing application for funding of Urban Problems Work-Study Program.
June 10, 1968

RESOLVED, That David A. Horowitz, Deputy Superintendent for Instruction, be and is hereby authorized and directed to apply to the Federal Government for financial aid under Title IV of the Elementary and Secondary Education Act for An Urban Problems Work-Study Program, and be it

FURTHER RESOLVED, That David A. Horowitz, Deputy Superintendent for Instruction, be and is hereby authorized to comply with all Federal statutes and regulations and to execute any and all applications, forms, contracts and other instruments that might be necessary to effectuate the purpose of this resolution, the cost of the program shall be $220,000, of which $200,000 shall be financed from Federal funds and the balance, $20,000, shall be contributed by The School District of Philadelphia as an "in-kind" contribution.

June 10, 1968

TO: Members of the Board of Education

FROM: Mark R. Shedd, Superintendent of Schools

RE: An Urban Problems Work-Study Program

The School District of Philadelphia proposes to operate a combined work-study program during the summer 1968 that will permit experimentation with a variety of approaches to developing relevant educational and employment experiences for approximately 500 secondary school youth ages 14 to 18, from inner-city communities.

Representatives of community action councils, active youth leaders, community leaders, social and governmental agency personnel, and school personnel will assist in the recruitment and selection of youth for the program. All participants must reside in target areas with priority assigned to those youth from families at the lowest income levels.

The participants will be divided into work-study teams of approximately 15 students each. A team leader will be assigned to each team along with resource people from the community. The teams will be deployed into schools located in different target areas of the city.

Participants will engage in daily two hour classroom sessions and a four hour daily work session. An inter-disciplinary course in urban problems will constitute the in-school phase of the program. Leaders in this program will be recruited from the communities as well as the School District. During the remaining four hours of the daily schedule, participants will be deployed in a variety of community service projects. Participants will be paid for their participation in the work phase of the project only.

Activity Manager for this program will be Mr. Albert Glassman.

David A. Horowitz
Deputy Superintendent for Instruction

Edward B. Soken, Esq.
General Counsel & Assistant Secretary

Eugene W. Weaver
Director of Finance

DAH/cc - 3441

Exhibit 14: Sample Administrative Bulletin, Urban Problems Work-Study Program.

August 1, 1968

URBAN PROBLEMS WORK-STUDY PROGRAM - SUMMER 1968

TO: All Community Resource Persons

At the Planning Committee meeting on July 26, 1968, several defeciencies in our program were reported by members of the committee who have visited several schools. They are as follows:

1. General disorientation and a lack of direction on all levels.

2. Failure to understand the basic concepts and objectives of the program.

3. Many trainees are just going through the motions; they are not deriving values stated in objectives.

4. The lines of communication from team to administrative office are not clear.

5. The problems of project development may be due to a lack of mutual interest among trainees.

In an effort to clarify these problems and to make it possible for the project to arrive at some of its basic objectives, the following recommendations were made.

1. Each facility will be given a certain amount of autonomy in the developing projects. These projects must fall within the guidelines established in the Planning Committee Bulletins and the objectives of the project. The Resource People assigned to each geographical location will have this responsibility. Each Resource Person and coordinator must review the Planning Committee Bulletin.

RE: "Project Planning - Including Examples of Projects"

2. Coordinators and Resource Staff should establish, discuss and review prodedures for documenting hours of work, projects planned, projects implemented, projects completed. Written statements of each should be sent to the central office for duplication with copies going to Project Director and Project Planning Committee Chairman. The original and one one copy will be returned to the geographical center involved. Each Resource Person and coordinator must review Planning Committee Memorandum - "To Staff Assigned to Geographical Locations."

August 1, 1968

URBAN PROBLEMS WORK-STUDY PROGRAM - SUMMER 1968

3. Several centers have established a direction and have followed through with the original plan for the orientation and grouping of trainees. However, during the gradual intake process this procedure seems to have broken down. The lack of interest on the part of some trainees may be due to improper grouping and the need for a more extensive orientation to the objectives of the program.

The Community Resource People at each geographical location can best decide the needs of their particular location. A decision should be made as to which direction to follow. Reassignment of trainees may be necessary, or a complete orientation to the concepts and objectives of the program may be desirable. A questionnaire has been attached. After your decision has been made at your geographical location, return the questionnaire to the main office with your plan for implementation.

4. There should be a constant review of the objectives of our program by the coordinator and Resource People at each location. Every process and project should be directed toward the fulfillment of these objectives.

5. Resource People who have special assignments with Mrs. Treherne and Mr. Peoples, if you have not already recieved instructions in your responsibilities they are forthcoming.

Let's all work together (HARAMBEE) to make our last weeks meaningful for our trainees.

Oscar W. Bullock
Project Director

OWB/ace

Exhibit 15: Two flyers announcing community meeting for the purpose of interpreting program to parents and community members.

ATTENTION PLEASE !!!

TO: The Parents of Trainees, Coordinators, Community Resource Persons, and other Leaders related and interested in the Urban Problems Work-Study Program.

RE: Understanding the community's role and involvement in the Urban Problems Work-Study Program.

FROM: The Policy and Planning Committee

PLACE: Berean Presbyterian Church
Broad and Diamond Streets
Saturday, August 24, 1968
10:00 am - 12:00 noon

OUR DISCUSSION LEADER: Mr. Oyugi Aseto, Kenya

You are invited to attend the second meeting of this program.

The first meeting was held Saturday at the Berean Presbyterian Church. The main discussion centered on the general purposes and objectives of the program and its relation to the community. The second meeting will attempt to explore the educational aspects of our youth and the relation between education and the community welfare. For example: How does education affect our community? How does it affect our youth, our families, and ourselves?

Please come prepared to express your views on the subject, and bring some interested persons with you.

ATTENTION PLEASE!!!

TO: The Parents of Trainees, Coordinators, Community Resource Persons, and other Leaders related to and interested in the Urban Problems Work-Study Program.

RE: Understanding the community's role and involvement in the Urban Problems Work-Study Program.

FROM: The Policy and Planning Committee

PLACE: Berean Presbyterian Church
Broad and Diamond Streets
Saturday, September 7, 1968
10:00 am till 12:00 noon

As you know, the Summer Urban Problems Work-Study Program closes on Friday, August 30, 1968. This quality of approach to resolving community problems is really only the beginning. We now intend to continue this program in our public schools. This can only happen if you, Parents, Adults, Youth and Community Leaders become a PARTNER IN THE PROCESS!

We know you care about your community, schools and youth, and so we invite you to attend this special meeting on Saturday, September 7, 1968.

In this meeting, together, we will discuss "The Family's Role In Education". (Specifically:)

A. What is education?
B. Is your child being educated?
C. What is the parent's role in better education?
D. How do we improve Public Education?

Make plans to participate in this morning experience.

REMEMBER, IF YOU DO NOT CARE NO ONE ELSE WILL!

August 30, 1968

ace